Part 6: Transformation Model

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

Principal changes and flexibility	* Director of School Transformation and Superintendent conducted evaluation of principal based on Federal Turnaround Principles and determined that the principal is effective in all eight Turnaround Principals. * Office of Transformational Support Performance Contract requires a Transformation Zone-wide ISTEP pass rate of 58% in each content area and 47% passing both content areas of ELA and Math in addition to culture/climate priority area goals. The performance contract allows operational discretion for the principals of each of the five Transformation Zone Schools as well as the Office of Transformational Support's discretion for the entire Transformation Zone. * Glenwood Leadership Academy is one of five schools in the Transformation Zone. This opportunity provides Glenwood with a Transformation Strategist lead within building as well as increased district support. The Transformation Strategist works alongside the school leadership to provide strategic support to guide and monitor school improvement progress. * Tamara Skinner was appointed as GLA's principal after demonstrating success at both the school and district leadership levels. Under Ms. Skinner's leadership at the district level, she provided direct oversight of 13 middle and high schools, with nearly 80% avoiding placement in the lowest category of PL 221. When hired into district office, she was part of the district's intervention team—identifying schools with intensive needs and implementing drastic steps through turnaround leadership at the district level.
Effectiveness of staff and recruitment/ retaining of staff	* In January 2014, all teachers in EVSC's Transformation Zone schools were given the choice to either opt-in or opt-out of teaching in the Transformation Zone. All teachers opting-in, as well as all new hires, were required to successfully complete Transformation Zone (TZ) Team Training, which OTS, EVSC district leaders, and MIE staff collectively trained teachers in Doug Lemov's Teach Like a Champion techniques. Teachers not only had to undergo the training, they also had to actively participate, submit lesson plans, teach a model lesson using instructional techniques learned, and score 3 or higher on a 5 point scale on each indicator to continue teaching in the Transformation Zone. * Embedded support and professional development through staffing positions of four teacher coaches. These part-time teachers are still impacting students in the classroom, but are also able to co-teach, collaborate, and provide coaching to other staff within building. * Professional Learning Communities (PLCs) provide teachers with an opportunity to collaborate and grow continuously as an educator.
Building Culture	* Implemented Positive Behavioral Interventions and Supports (PBIS). A program in which there are school-wide student expectations, and incentives for meeting specified behaviors. Expected teacher behaviors are modeled through professional development and professional learning communities. School discipline data is tracked on a monthly basis to continue to monitor interventions in place as well as identify areas of growth for the building that may require mid-course corrections in

	interventions and school strategies. * A culture of student motivation and ownership of data is being created with the use of online student data trackers for all benchmark assessments. Regular data chats with teachers and administrators help students set attainable goals and connect student performance with specific student action. * Award assemblies are held that not only recognize student successes but are a true celebration of learning.
Professional Development	* Teach Like a Champion professional development sessions provided, by the Office of Transformational Support, throughout the year on targeted areas of need based upon TAP, benchmark assessments, and walkthrough data. * TAP cluster cycles provide professional development to all teachers throughout the year based upon data from teacher evaluations that occur before the start of each new cycle. * Several staff members attended Solution Tree's Professional Learning Communities Conference to initiate and lead professional learning communities at Glenwood. * Professional development is provided through meeting with Professional Learning Communities (PLCs) to better their practices on teacher collaboration, checking for understanding, use of student data, high-quality lesson planning, and creation of valid common assessments. * PBIS professional development was provided and supported by the district of EVSC. * Data chats are held with each teacher after beginning, middle, and end of year benchmark assessments with a district data coach to improve teacher understanding and application of student data.
Instructional Programs	* Response to Intervention (RTI)- EVSC continues to refine implementation of a robust multi-tiered system of student support that includes: Core instruction within Tier I based on district wide common curriculum Universal Screeners to examine student skill needs in the areas of literacy and math. Rapid response to student data to determine instruction and intervention needs. System of research-based Tier II and III interventions of increasing intensity as a supplement to core instruction. Frequent progress monitoring of targeted skills. Ongoing communication and documentation of student progress and supports with appropriate staff and families. * Curriculum Maps and Common Assessments- EVSC supports development of quality core instruction through: Curriculum maps created by teacher committees with LEA support and guidance for ELA and Math. Curriculum maps in development by teacher committees with LEA support and guidance for Science and Social Studies. All curriculum maps identify Guaranteed and Viable Curriculum based on Instructional Guidance from IDOE. All curriculum maps include cross-walk of Indiana Academic Standards and College and Career Readiness Standards based on Instructional Guidance from IDOE. LEA curriculum guidance documents include scope and sequence, content framework, and curriculum maps for all grade levels. LEA provided professional development on effective planning using curriculum maps. Building-level facilitated planning provided for effective use of curriculum maps. Curriculum maps and supporting documents used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments created using curriculum guidance documents for all grade levels ELA and Math. Quarterly common assessments in development for all grade levels Social Studies and Science. Building-level professional development for effective use of LEA provided common assessments. Building-level professional development for writing effective common assessments.

	* Achieve 3000- Provides web-based, differentiated instruction designed to reach a school's entire student population — mainstream, English Language Learners, special needs, and gifted. It differentiates and tracks student progress by proving them with engaging non-fiction articles written at each student's Lexile level and assessing their comprehension. Used in grades 6-8. * Earobics- A multisensory reading intervention for raising academic achievement and builds individualized reading instruction in all of the areas deemed critical by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. This program delivers highly differentiated instruction for students in pre-kindergarten to third grade. Used as an intervention in Kindergarten and first grade. * LLI- The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Used as an intervention in Kindergarten through fourth grade. * Burst- With Burst Reading Intervention you can: Quickly analyze assessment and progress-monitoring data. Create and customize skills-based intervention groups. Download short bursts of instruction for each group. Adapt lessons to the skill, pace and style needed for each student. Used as an intervention in first and second grade. * RAVE-O- A small-group reading intervention that targets serious reading challenges. This intervention balances science and motivation to accelerate learning, closes and prevents the achievement gap, and promotes fluency, comprehension, and deep reading. Used as an intervention in third grade.
Parent and Community Involvement	* Glenwood Leadership Academy is the cornerstone of the larger "Glenwood Community Development Corporation," a grassroots community redevelopment initiative including school-located projects and partnerships such as the Community Garden and onsite Community Health Clinic. * Community One- Community One is a non-profit Community Development Corporation. They create and maintain sustainable, low-income housing for students and families in the GLA community by focusing resources on repair, weatherization and rehab projects that restore decent, affordable housing. * AARP Experience Corp- The AARP Experience Corps volunteer members work with students at Glenwood Leadership Academy one-on-one or in small groups as directed by the teachers. The goal of the program is to improve children's literacy skills, strengthen the community and help develop cultures of inspiration in the school. * YWCA- The YWCA Evansville works with Glenwood Leadership Academy to provide safe shelter for victims of domestic violence and their children and for homeless women and their children. * Crossroads Intervention- After school tutoring program for third grade students to help students pass IREAD * Full time school family and community development coordinator supports the comprehensive alignment of partnerships to student success. * Full time social worker works with students and families experiencing more critical needs.

* Staff conference individually with students on individual goal-setting and monitoring--connecting families with two-way communication to implement a full wrap-around strategy for individual the students at GLA.

* Family Engagement/PBIS/Rtl - EVSC is working with teams from each school to connect their family engagement work to the initiatives they are putting in place around student behavior and student success. EVSC is adopting a Positive Behavior Intervention and Support approach to behavior. Each school has set up a PBIS team, and family engagement and cultural responsiveness is incorporated into all the trainings. Plus, schools have received on-going family engagement and cultural support. In addition, EVSC is working on incorporating evaluation of family engagement into the PBIS implementation tool in order to better integrate the work into school culture. Teams will look at recent Climate and Engagement Surveys and School Improvement Plans to create action items around 3 areas....creating a welcoming environment, establishing a protocol for positive, relationship-building contacts and creating meaningful 2 way communication highways. These three areas are designed to prevent family from becoming disengaged.

* Parent Teacher Home Visit Project - EVSC partnered with the Evansville Teachers Association and the National Education Association to bring trainers from the Parent Teacher Home Visit Project in to work with teachers at 3 schools. Additionally, ETA and NEA funded the opportunity for a district staff person and teacher to attend the "Train the Trainer" sessions in order to spread this work through the district. A follow-up session on the training will be held this Spring, with an eye toward summer home visiting.

* Family Engagement Tools and Communication Development - EVSC is working with the District's Office of Academics and the Communications Office to design family-friendly communications around District initiatives and student goals in order to better reach out and partner with families. The team has put together simple reading tips that schools are using to work with families The School-Community Council Communication Team has served as a community resource for the work. This year, the team reorganized with a new goal of helping produce family friendly information to help parents work with their students at home. The team is made up of journalists, writers, communication professionals, and parents from the community. The team has been working with the Department of Academics to draft family friendly language that explain the assessments EVSC gives to students throughout the year.

* Parent Teacher Association - EVSC is offering regular, monthly trainings around family engagement to PTA members and providing individual trainings and support to schools. As a result of these trainings, the team received requests and has worked directly with PTAs at 3 schools in the district.

SMART Culture Goal and Action Steps - Year 1

The number of incidents per day resulting in an office referral will decease to an average of 10 or below.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring	OTS/LEA and MIE	Ongoing	% of MIE Contract, % of LEA Staff Salary	*Replace the principal and grant principal operational flexibility*
Provide School Leadership Training and Onboarding; Emphasis on developing leadership pipeline	OTS/LEA and MIE	Fall 2014 and throughout year	% of MIE Contract, % of LEA Staff Salary	
Principal was replaced in SY 2012-2013 (see pre-implementation).	OTS Director; Superintendent	Prior to Fall 2014	N/A	
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal, Assistant Principals	On-going throughout the year		*Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff*
Continuous academic walkthroughs and feedback provided to teachers. Focal areas for this support will be driven by TLAC principles (as initially provided during TZ Team Training, and also the basis for the on-going professional development being provided throughout the school year).	Principal, Assistant Principals	On-going throughout the year		
100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only). The rest of staff completed staff	Stipends; Materials	

		recommitment process.	
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	% OTS/LEA Salary; % MIE Contract
Through the TZ-initiated staff recommitment process in January 2013 (in addition of other teacher attrition factors), the 2013-2014 teacher turnover rate was 52%. Currently in preparing for the 2014-2015 school year, there is a turnover rate of 13%. This is a total teacher turnover rate of 65%. (Note: If considering an additional school year, the turnover rate was 26% in 2012-2013.) The selection of new staff will follow a competency-based selection model--supported by OTS and MIE.	OTS Director; Chief HR (Principal)	Focus on Staff Retention and Support; (Staff selection prior to Fall 2014)	
Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which is performance based and aligned to increased student achievement.	OTS Director; Superintendent	Annually with continuous feedback	% OTS/LEA Salary

Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats	Principal	Ongoing		*Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)*
Teachers will be able to receive "mini grants' from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2014	Mini-grants in the amount of $1,000; % LEA Salary	
The current collective bargaining agreement expires June 30, 2014. The new agreement will be aligned to statute and include salary, wages, salary and wage related benefits. This principle will be considered... particularly incentives for teachers in high-poverty, chronically underperforming schools.	CFO			
Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).	Principal, LEA support, PD Specialist	All during the school year	% LEA salary	

Staff will be consistently supported and developed on ensuring that daily procedural expectations are met in classrooms. The Administrative Team will communicate these expectations regularly.	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	A more robust approach will happen at the beginning of the school year with a tapered off level of support as teachers/students are more comfortable with expectations and as climate/culture measurably improves (ODR data, walkthroughs, etc.)		*Provide high quality, job-embedded professional development*
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.		
All staff will be trained in Transformative Connected School System (TCSS), a series of principle-based interventions that focuses on developing successful, caring, safe, and high achieving schools. (ACT I)	Principal, Assistant Principals, OTS Transformation Strategist	Fall 2014	Professional Development	
Mass Insight (MIE) supporting OTS	MIE; OTS Director, OTS Transformation Strategist; Principal	On-going support provided. Mass Insight will support OTS as they build capacity at the school level (and leverage resources at the District through district reorganization) to create even more robust conditions for turnaround to thrive and continue trending positively.	% OTS/LEA Salary; % MIE Contract	*Adopt a new governance structure (i.e., turnaround office, turnaround leader)*

Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide S-SIP monitoring tool	OTS Director; OTS Transformation Strategist; MIE; Principal; Assistant Principals	S-SIP support will be on an as needed basis. Intensive support will be provided around initial S-SIP strategy decisions and then continuous support will be provided through periodic checkpoint sessions and continual monitoring of the online tool.	
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal; Assistant Principals; OTS Director; OTS Transformation Strategist	Bi-annually review data sources and the root causes to ensure that the S-SIP is an accurate set of tools to promote school improvement at Glenwood.	
Build performance monitoring requirements into the S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Principal; Assistant Principals; OTS Transformation Strategist	Performance monitoring sessions will be scheduled quarterly to ensure that Glenwood is in a position to continuously improve.	
Implement MIE's Diagnostic and Readiness Audit; School and OTS leaders should immediately utilize this key data source in the Strategic School Improvement Planning Process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2014	% of MIE Contract, % of LEA Staff Salary
Design communications strategies for GLA's cluster after conducting a focus group series with community stakeholders	MIE Field Engagement Manager	Winter 2015	

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Develop a school-wide approach for two-way communication with families and guardians	Principal; Assistant Principals; Family Engagement Coordinator; eLearning Coach	Initiate August 2014		*Provide social-emotional and community-oriented services/supports*
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal; Assistant Principals; Family/Community Engagement	Create at least one event per month to ensure that families have opportunities to regularly engage with the Glenwood school community.		
Provide information to families through various outlets to inform regarding school services, events, and community events	Family/Community Engagement	Disseminate the monthly family engagement events (see above) via social media, all calls, and traditional methods (letters home, flyers, etc.)		
Explore opportunities to expand on community partnerships	Principal; OTS Transformation Strategist; OTS Director	As partnership opportunities trickle down from District Office address as needed. Periodically (quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	Possibility as needs/partners are identified	

Culture Action Steps - Year 2				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Turnaround Principles**
Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring	OTS/LEA and MIE	Ongoing	% of MIE Contract, % of LEA Staff Salary	*Replace the principal and grant principal operational flexibility*
Provide School Leadership Training and Onboarding; Emphasis on developing	OTS/LEA and MIE	Fall 2015 and throughout year	% of MIE Contract, % of LEA Staff Salary	

leadership pipeline				
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal, Assistant Principals	On-going throughout the year		*Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff*
Continuous academic walkthroughs and feedback provided to teachers. Focal areas for this support will be driven by TLAC principles (as initially provided during TZ Team Training, and also the basis for the on-going professional development being provided throughout the school year).	Principal, Assistant Principals	On-going throughout the year		
100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only)	Stipends; Materials	
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	% OTS/LEA Salary; % MIE Contract	
Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats	Principal	Ongoing		*Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)*

Teachers will be able to receive "mini grants' from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2015	Mini-grants in the amount of $1,000; % LEA Salary	
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.		*Provide high quality, job-embedded professional development*
All staff will be trained in Transformative Connected School System (TCSS), which is a series of principle-based interventions that focuses on developing successful, caring, safe, and high achieving schools. Returning staff will complete ACT II, and new staff will complete ACT I.	Principal, Assistant Principals, OTS Transformation Strategist	Fall 2015	Professional Development	
Mass Insight (MIE) supporting OTS	MIE; OTS Director, OTS Transformation Strategist; Principal	On-going support provided. Mass Insight will support OTS as they build capacity at the school level (and leverage resources at the District through district reorganization) to create even more robust conditions for turnaround to thrive and continue trending positively.	% OTS/LEA Salary; % MIE Contract	*Adopt a new governance structure (i.e., turnaround office, turnaround leader)*

Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide S-SIP monitoring tool	OTS Director; OTS Transformation Strategist; MIE; Principal; Assistant Principals	S-SIP support will be on an as needed basis. Intensive support will be provided around initial S-SIP strategy decisions and then continuous support will be provided through periodic checkpoint sessions and continual monitoring of the online tool.		
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal; Assistant Principals; OTS Director; OTS Transformation Strategist	Bi-annually review data sources and the root causes to ensure that the S-SIP is an accurate set of tools to promote school improvement at Glenwood.		
Build performance monitoring requirements into the S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Principal; Assistant Principals; OTS Transformation Strategist	Performance monitoring sessions will be scheduled quarterly to ensure that Glenwood is in a position to continuously improve.		
Implement MIE's Diagnostic and Readiness Audit; School and OTS leaders should immediately utilize this key data source in the Strategic School Improvement Planning Process; Cross-train LEA staff in process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2015	% of MIE Contract, % of LEA Staff Salary	
Distribute two-way communication with families and guardians	Principal; Assistant Principals; Family Engagement Coordinator; eLearning Coach	Quarterly		*Provide social-emotional and community-oriented services/supports*

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal; Assistant Principals; Family/Community Engagement	Create at least one event per month to ensure that families have opportunities to regularly engage with the Glenwood school community.		
Provide information to families through various outlets to inform regarding school services, events, and community events	Family/Community Engagement	Disseminate the monthly family engagement events (see above) via social media, all calls, and traditional methods (letters home, flyers, etc.)		
Explore opportunities to expand on community partnerships	Principal; OTS Transformation Strategist; OTS Director	As partnership opportunities trickle down from District Office address as needed. Periodically (quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	Possibility as needs/partners are identified	

Culture Action Steps - Year 3				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Turnaround Principles**
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	OTS/LEA	Ongoing	% of MIE Contract, % of LEA Staff Salary	*Replace the principal and grant principal operational flexibility*
Support LEA to provide School Leadership Training and Onboarding; Emphasis on strengthening leadership pipeline	MIE/LEA and MIE	Fall 2016 and throughout year	% of MIE Contract, % of LEA Staff Salary	

100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only)	Stipends; Materials	*Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff*
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	% OTS/LEA Salary; % MIE Contract	
Energize staff through explicit, routine, positive reinforcement	Principal	Ongoing		*Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)*
Teachers will be able to receive "mini grants' from the school to equip/supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2016	Mini-grants in the amount of $1,000; % LEA Salary	
Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).	Principal, LEA support, PD Specialist	All during the school year	% LEA salary	

Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.		*Provide high quality, job-embedded professional development*
All staff will be trained in Transformative Connected School System (TCSS), which is a series of principle-based interventions that focuses on developing successful, caring, safe, and high achieving schools. Returning staff will complete ACT II or III, and new staff will complete ACT I.	Principal, Assistant Principals, OTS Transformation Strategist	Fall 2016	Professional Development	
Build performance monitoring requirements into the S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Principal; Assistant Principals; OTS Transformation Strategist	Performance monitoring sessions will be scheduled quarterly to ensure that Glenwood is in a position to continuously improve.		*Adopt a new governance structure (i.e., turnaround office, turnaround leader)*
Support LEA staff in Diagnostic and Readiness Audit Process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2016	% of MIE Contract, % of LEA Staff Salary	
Distribute two-way communication with families and guardians	Principal; Assistant Principals; Family Engagement Coordinator; eLearning Coach	Quarterly		*Provide social-emotional and community-oriented services/supports*
Provide opportunities for families and	Principal; Assistant Principals;	Create at least one event per month to		

community members to meet with staff and learn about school expectations and strategies	Family/Community Engagement	ensure that families have opportunities to regularly engage with the Glenwood school community.		
Provide information to families through various outlets to inform regarding school services, events, and community events	Family/Community Engagement	Disseminate the monthly family engagement events (see above) via social media, all calls, and traditional methods (letters home, flyers, etc.)		
Explore opportunities to expand on community partnerships	Principal; OTS Transformation Strategist; OTS Director	As partnership opportunities trickle down from District Office address as needed. Periodically (quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	Possibility as needs/partners are identified	

SUSTAINABILITY Culture Goal and Action Steps - Year 4

The number of incidents per day resulting in an office referral will decease to an average of 7 or below.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Turnaround Principles
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	OTS/LEA	Ongoing	N/A	*Replace the principal and grant principal operational flexibility*
Provide School Leadership Training and Onboarding; Strengthen leadership pipeline	OTS/LEA	Fall 2017 and throughout year	N/A	

100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only)	N/A	*Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff*
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	N/A	
Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats	Principal	Ongoing	N/A	*Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)*
Message supplies purchased with mini grants must stay in classrooms.	Principal		N/A	
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.	N/A	*Provide high quality, job-embedded professional development*
Build performance monitoring requirements into the S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Principal; Assistant Principals; OTS Transformation Strategist	Performance monitoring sessions will be scheduled quarterly to ensure that Glenwood is in a position to continuously improve.	N/A	*Adopt a new governance structure (i.e., turnaround office, turnaround leader)*

Diagnostic and Readiness Audit Process with Feedback for School Leaders	OTS/LEA	Fall 2017	N/A	
Distribute two-way communication with families and guardians	Principal; Assistant Principals; Family Engagement Coordinator; eLearning Coach	Quarterly	N/A	*Provide social-emotional and community-oriented services/supports*
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal; Assistant Principals; Family/Community Engagement	Create at least one event per month to ensure that families have opportunities to regularly engage with the Glenwood school community.	School Site Council, Center for Family, School, and Community Partnerships	
Provide information to families through various outlets to inform regarding school services, events, and community events	Family/Community Engagement	Disseminate the monthly family engagement events (see above) via social media, all calls, and traditional methods (letters home, flyers, etc.)	School Site Council, Center for Family, School, and Community Partnerships	
Explore opportunities to expand on community partnerships	Principal; OTS Transformation Strategist; OTS Director	As partnership opportunities trickle down from District Office address as needed. Periodically (quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	School Site Council, Center for Family, School, and Community Partnerships	

SMART Academic Goals and Action Steps - Year 1

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
The percentage of students passing the ELA portion of 2014-2015 ISTEP+ will increase to 52.5%.	The percentage of students passing the ELA portion of 2014-2015 ISTEP+ will increase to 52.5%.	The percentage of students passing both the ELA and Math portions of the 2014-2015 ISTEP+ will increase to 39.1%.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		*Use data to implement an aligned instructional program*
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly		
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.		
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
Monitor lesson plans looking for effective lesson design, such as writing rigorous	School Leadership Team	By Unit (Roughly every 3 weeks)		

student learning objectives and writing assessments.				
Provide follow up coaching on lesson planning for teachers identified as below proficient	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided		
Require teachers to submit lesson plans for review	School Leadership Team	Weekly		*Promote the use of data to inform and differentiated instruction*
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily		
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly		
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Encourage the use of technology in the classroom and supported in lesson planning design to	School Leadership Team and eLearning Coach	As evidenced in lesson plans weekly		

differentiate for student needs				
Provide follow up coaching for teachers on utilizing technology to effectively differentiate and engage students in the classroom	School Leadership Team and eLearning Coach	On-going as identified through walkthrough and evaluation data		
Ensure student data trackers are implemented to increase student motivation, engagement, and ownership of data through individualized goal-setting; Gradually transition ownership to lead coaches and PLCs.	Principal, PLC Coordinators	Initiate in September 2014	Stipends for data coach and eLearning coach to work additional days in summer to prepare student data trackers for school year (optional, if not prepared Spring prior)	
Provide teachers with differentiated support aligned to lesson planning and school initiatives	School Leadership Team	On-going as identified through walkthrough and evaluation data		*Provide increased learning time for students and staff*
Administrative team will meet to assess teaching staff and determine coaching needs	Principal and Assistant Principals	On-going as identified through walkthrough and evaluation data		
Coaching will focus on lesson planning specifics aligned to writing effective lesson plans	School Leadership Team	On-going as identified through lesson plan analysis		
TLAC strategies will be taught through differentiated PD opportunities and targeted for specific teachers	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	School Leadership Team	Quarterly		
Provide professional	School	Beginning of the year		

development opportunities for teachers to be trained on strategies and practices specific to GLA	Leadership Team	training. On-going as identified through walkthrough and evaluation data		
On-going. Professional Development opportunities provided for staff teaching in after school programs at the beginning of each semester and supported by the Site Coordinator	Principal, Site Coordinator	On-going throughout the year		
Provide alternative instruction opportunity to Out-of-School Suspension by licensed teachers (Twilight) and coordinated by Site Coordinator	Principal, Site Coordinator	On-going throughout the year	Salaries & Transportation	
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Implement 3-day GLA Professional Development Academy for all staff prior to the start of school year to ensure all staff are equipped with common understanding and begin data-driven planning processes.	Principal; OTS Transformation Strategist	August 2014	Stipends for PD	
Implement 5-day workshop based on Smekens Education online modules prior to the start of school to ensure all ELA teachers are prepared to implement the Reader's and Writer's Workshop model at a rigorous as well as knowledgeable in	Principal; OTS Transformation Strategist	July 21-25, 2014	$500 for Smekens Education online modules; stipends for PD	

assessment writing instruction.				

Academic Action Steps - Year 2				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Turnaround Principles**
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		*Use data to implement an aligned instructional program*
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly		
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.		
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	School Leadership Team	By Unit (Roughly every 3 weeks)		
Provide follow up coaching on lesson	School Leadership Team	On-going as identified through walkthrough		

planning for teachers identified as below proficient		and evaluation data		
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided		
Require teachers to submit lesson plans for review	School Leadership Team	Weekly		*Promote the use of data to inform and differentiated instruction*
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily		
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly		
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	School Leadership Team and eLearning Coach	As evidenced in lesson plans weekly		
Provide follow up coaching for teachers on utilizing technology	School Leadership Team and eLearning	On-going as identified through walkthrough and evaluation data		

to effectively differentiate and engage students in the classroom	Coach			
Implement student goal-setting/ownership of data through the use of student data trackers; Ensure PLCs are self-sufficient to sustain this on own.	Principal, PLC Coordinators	At beginning of year and following each benchmark assessment	.	
Implement regular check-ins and monitor student data trackers to ensure fidelity of implementation monitoring, effectiveness, and sustainability planning is in on track.	Principal	Ongoing		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	School Leadership Team	On-going as identified through walkthrough and evaluation data		*Provide increased learning time for students and staff*
Administrative team will meet to assess teaching staff and determine coaching needs	Principal and Assistant Principals	On-going as identified through walkthrough and evaluation data		
Coaching will focus on lesson planning specifics aligned to writing effective lesson plans	School Leadership Team	On-going as identified through lesson plan analysis		
TLAC strategies will be taught through differentiated PD opportunities and targeted for specific teachers	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	School Leadership Team	Quarterly		
Provide professional	School	Beginning of the year		

development opportunities for teachers to be trained on strategies and practices specific to GLA	Leadership Team	training. On-going as identified through walkthrough and evaluation data	
On-going. Professional Development opportunities provided for staff teaching in after school programs at the beginning of each semester and supported by the Site Coordinator	Principal, Site Coordinator	On-going throughout the year	
Provide alternative instruction opportunity to Out-of-School Suspension by licensed teachers (Twilight) and coordinated by Site Coordinator	Principal, Site Coordinator	On-going throughout the year	Salaries & Transportation
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	School Leadership Team	On-going as identified through walkthrough and evaluation data	
Implement 3-day GLA Professional Development Academy for NEW staff prior to the start of school year to ensure all staff are equipped with common understanding and begin data-driven planning processes.	Principal; OTS Transformation Strategist	August 2015	Stipends for PD
Implement 5-day workshop based on Smekens Education online modules prior to the start of school for new ELA teachers or those needing remediation to ensure all ELA teachers are prepared to implement the Reader's and Writer's Workshop	Principal; OTS Transformation Strategist	July 2015	$500 for Smekens Education online modules; stipends for PD

model at a rigorous as well as knowledgeable in assessment writing instruction.				

Academic Action Steps - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		*Use data to implement an aligned instructional program*
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly		
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.		
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	School Leadership Team	By Unit (Roughly every 3 weeks)		
Provide follow up coaching on lesson planning for teachers	School Leadership Team	On-going as identified through walkthrough and evaluation data		

identified as below proficient				
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided		
Require teachers to submit lesson plans for review	School Leadership Team	Weekly		*Promote the use of data to inform and differentiated instruction*
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily		
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly		
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	School Leadership Team and eLearning Coach	As evidenced in lesson plans weekly		
Provide follw up coaching for teachers on utilizing technology	School Leadership Team and eLearning	On-going as identified through walkthrough and evaluation data		

to effectively differentiate and engage students in the classroom	Coach			
Implement student goal-setting/ownership of data through the use of student data trackers; Ensure PLCs are self-sufficient to sustain this on own.	Principal, PLC Coordinators	After assessments are given following standards instruction		
Implement regular check-ins and monitor student data trackers to ensure fidelity of implementation monitoring, effectiveness, and sustainability planning is in on track.	Principal	Ongoing		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	School Leadership Team	On-going as identified through walkthrough and evaluation data		*Provide increased learning time for students and staff*
Administrative team will meet to assess teaching staff and determine coaching needs	Principal and Assistant Principals	On-going as identified through walkthrough and evaluation data		
Coaching will focus on lesson planning specifics aligned to writing effective lesson plans	School Leadership Team	On-going as identified through lesson plan analysis		
TLAC strategies will be taught through differentiated PD opportunitites and targeted for specific teachers	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Tamara Skinner, Instructional Coaches	Quarterly		
Provide professional	School	Beginning of the year		

development opportunities for teachers to be trained on strategies and practices specific to GLA	Leadership Team	training. On-going as identified through walkthrough and evaluation data		
On-going. Professional Development opportunities provided for staff teaching in after school programs at the beginning of each semester and supported by the Site Coordinator	Principal, Site Coordinator	On-going throughout the year		
Provide alternative instruction opportunity to Out-of-School Suspension by licensed teachers (Twilight) and coordinated by Site Coordinator	Principal, Site Coordinator	On-going throughout the year	Salaries & Transportation	
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Implement 3-day GLA Professional Development Academy for NEW staff prior to the start of school year to ensure all staff are equipped with common understanding and begin data-driven planning processes.	Principal; OTS Transformation Strategist	August 2016	Stipends for PD	
Implement 5-day workshop based on Smekens Education online modules prior to the start of school for new ELA teachers or those needing remediation to ensure all ELA teachers are prepared to implement the Reader's and Writer's Workshop	Principal; OTS Transformation Strategist	July 2016	$500 for Smekens Education online modules; stipends for PD	

model at a rigorous as well as knowledgeable in assessment writing instruction.				

*The percentage of students passing the ELA portion of the 2017-2018 ISTEP+ will increase to 60.1%.
*The percentage of students passing the Math portion of the 2017-2018 ISTEP+ will increase to 60.1%.
*The percentage of students passing both the ELA and Math portions of the 2017-2018 ISTEP+ will increase to 45.4%.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year	N/A	*Use data to implement an aligned instructional program*
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks	N/A	
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly	N/A	
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.	N/A	
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data	N/A	
Monitor lesson plans looking for effective	School Leadership Team	By Unit (Roughly every 3 weeks)	N/A	

lesson design, such as writing rigorous student learning objectives and writing assessments.				
Provide follow up coaching on lesson planning for teachers identified as below proficient	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided	N/A	
Require teachers to submit lesson plans for review	School Leadership Team	Weekly	N/A	*Promote the use of data to inform and differentiated instruction*
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly	N/A	
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily	N/A	
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly	N/A	
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Encourage the use of technology in the classroom and	School Leadership Team and eLearning	As evidenced in lesson plans weekly	N/A	

supported in lesson planning design to differentiate for student needs	Coach			
Provide follow up coaching for teachers on utilizing technology to effectively differentiate and engage students in the classroom	School Leadership Team and eLearning Coach	On-going as identified through walkthrough and evaluation data	N/A	
Implement student goal-setting/ownership of data through the use of student data trackers; Ensure PLCs are self-sufficient to sustain this on own.	Principal, PLC Coordinators	Ongoing throughout year	N/A	
Implement regular check-ins and monitor student data trackers to ensure fidelity of implementation monitoring, effectiveness, and sustainability planning is in on track.	Principal	Ongoing	N/A	
Provide teachers with differentiated support aligned to lesson planning and school initiatives	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	*Provide increased learning time for students and staff*
Administrative team will meet to assess teaching staff and determine coaching needs	Principal and Assistant Principals	On-going as identified through walkthrough and evaluation data	N/A	
Coaching will focus on lesson planning specifics aligned to writing effective lesson plans	School Leadership Team	On-going as identified through lesson plan analysis	N/A	
TLAC strategies will be taught through differentiated PD opportunities and targeted for specific teachers	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data	N/A	
A coaching log will be utilized to track	Tamara Skinner, Instructional	Quarterly	iCats	

support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Coaches		
Provide professional development opportunities for teachers to be trained on strategies and practices specific to GLA	School Leadership Team	Beginning of the year training. On-going as identified through walkthrough and evaluation data	N/A
On-going. Professional Development opportunities provided for staff teaching in after school programs at the beginning of each semester and supported by the Site Coordinator	Principal, Site Coordinator	On-going throughout the year	N/A
Provide alternative instruction opportunity to Out-of-School Suspension by licensed teachers (Twilight) and coordinated by Site Coordinator	Principal, Site Coordinator	On-going throughout the year	Site Council
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A
Provide job-embedded GLA Professional Development Academy for NEW staff at the start of school year to ensure all staff are equipped with common understanding and begin data-driven planning processes.	Principal; OTS Transformation Strategist	August 2017	N/A
Provide job-embedded professional development on the Reader's and Writer's	Principal; OTS Transformation Strategist	July 2017	N/A

Workshop model at a rigorous as well as knowledgeable in assessment writing instruction.				